



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** ROBERT E. SIMON

DBN: 03M165

**PRINCIPAL:** ARACELIS CASTELLANO

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**SUPERINTENDENT:** **ILENE ALTSCHUL**

07-09-2013

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Aracelis Castellano	*Principal or Designee	
Iris Barrett	*UFT Chapter Leader or Designee	
Alicia Simpson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jenny Robertson	Member/Parent	
Brian Pew	Member/Chairperson	
K. Ballah-Lewis	Member/Teacher	
Rebecca Madrigal	Member/Teacher	
Elizabeth Menendez	Member/Teacher	
Eric Waiken	Member/Parent	
Denise Pierce	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1 - Improving Teacher Effectiveness**

By June 2013, students within grades 3 – 8 will show progress as measured by a 3% increase on the ELA state assessment.

### **Comprehensive needs assessment**

After reviewing the 2011-2012 Progress Report and the results of the ELA State Exam, it was determined that students showed an increase in performance on the English Language Arts assessment, except for students within grades 6 and 7.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) time line for implementation.

### **Activity #1**

Professional Development: PD will be provided on the following: Embedding Revised Blooms question stems into daily lesson plans, understanding the fundamentals of effective planning, using Hess cognitive matrix to revise curriculum maps; developing the teachers ability to gather, analyze and use student data to create individualized learning outcomes, lesson plans, and differentiated instruction and Use of data to plan and set goals for instruction, Teachers College

**Target Population:** English Language Arts Teachers in Grades 3-8.

**Responsible Staff Members:** Assistant Principals, staff developers (internal and external) Teachers in grades, Instructional Leads, Support from the Network

**Implementation Timeline** – November 2012 – June 2013

**Activity #2:** Mini-observations: A schedule will be created for formal and informal observations and teachers will be provided with actionable feedback. Teachers will meet with administration to develop strategies to analyze data to meet the needs of all students. Administration, outside staff developers and teacher teams will review data from mini-observations to identify trends for future professional development planning. Teachers will receive teacher effective framework to reflect on for planning and implementing instruction.

**Target Population:** Teachers working in grades 3-8

**Responsible Staff Members:** Administration, Staff Developers, Lead Teachers

**Implementation Timeline:** November 2012 – June 2013

**Evidence**

- New York School Survey results will indicate an increase of teachers agreeing that school leaders give them regular feedback about their teaching practice
- Revised Curriculum maps will show effective question stems
- Improvement in teacher planning and instruction as evidenced by effective lesson plans.
- Using research based effectiveness framework rubric, teachers will self-assess their planning, effective
- Increase number of formative teacher observations
- Meaningful feedback with next steps from short frequent cycles of classroom visitations.

**Strategies to increase parental involvement:** Parent Workshops, Coffee with Principal on Reading Strategies and Vocabulary, Encouraging parents to review and discuss homework assignments and discourse. Have parents reading the same books to have book talks, Monthly Open Classrooms

**Strategies to increase parental involvement:**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: FSF is to support staff positions, per diem, per session, vendors and materials. Contract for Excellence funds are being utilized to pay for per session and professional development books.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal: A PD line was created to provide services from TC; involving in-house staff development for K-8 and outside calendar PD days  
A separate PD line was created in January 2013 to fund outside consultant  
A weekly in house PD lead by instructional ELA point person to provide support with: a)Test prep, b) shared reading and c) creation of charts and d) common core language and text complexity.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2 - Academic Improvement of English Language Learners**

To Improve the academic performance of English Language Learners in English Language Arts

By June 2013, Limited English Language and ESL students will demonstrate progress toward achieving the State Standard as measured by a 2.0% gain in the NYS ELA and Teachers College reading levels

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting our needs assessment and reviewing the 2011-12 Progress Report reflected a growth in the ELL and Limited English Language Learner population. According to the 2011-2012 Progress Report, our ELL population increased from 93 to 127 students.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1:** Professional Development: PD will be provided for ESL, Dual Language and general education teachers. ESL teachers will provide PD for classroom teachers to assist with planning and will align resources and instruction for classroom teachers. ESL teachers will use formative and summative data to plan and inform instruction.

**Target Population:** Teachers, ESL and ELL students

**Responsible Staff Members:** Administration, ESL and ELL students, outside consultants

**Implementation Timeline:** November 2012-June2013

**Activity 2:** Creation of ESL and ELL Afterschool Program: ELL and ESL students will receive afterschool enrichment opportunities in order to increase language acquisition and promote academic vocabulary.

**Target Population:** ESL, ELL with an emphasis on newly arrived ELL students

**Responsible Staff Members:** ESL teachers, dual language teacher and after-school teachers.

**Implementation Time** – November 2012- April 2013

**Evidence:**

- ESL resource packets for classroom teachers
- Monitoring of Acuity Assessment for ELL students will be used to inform instruction
- Results of LAB-R, NYSELAT and NYS ELA assessments
- Increase Informal and Formal Observation & Teachers of ESL/ELL students

**Strategies to Increase Parental Involvement:** Parent Workshops, Monthly Open Classrooms, Parents reading books to/with their children, Parent Teacher Conferences, Online grading system for middle school students

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title III and Title I Funding is used to support staff positions, per diem, per session coverage and translation.**

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3 Increase Arts Instruction in Classroom**

To increase the instruction of the Arts music, art, theatrics, and dance in every classroom. By June 2013, students within grades K-5 will have studied a minimum of 6 artists. By June 2013, students in grades 6-8 will have studied 4 musical composers. The music and art curriculum will reflect composers and artists being studied. A pre and post arts survey will be given to students.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reading and analyzing the 2011-12 Arts Survey and listening to parental concerns (PTA and SLT) it was determined that students within various grades did not have exposure to certain areas of the art curriculum.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

Professional Development: Teachers will receive a series of PD's on how to incorporate art and music appreciation into weekly lessons; choosing various mediums for art projects, linking critical thinking to the art process; incorporating listening and speaking standards from the common core into music and art lessons.

**Target Population:** Teachers and students in grades K-8.

**Responsible Staff Members:** Art and Music Teachers, Studio in A School, Dance Instructors and Musicians.

**Implementation Timeline:** Art - December 2012 – June 2013  
Music – February – June 2013  
Dance/Theatrics – December 2012- June 2013

#### **Activity #2:**

Students in grades 3-8 will participate in an art and dance afterschool programs. Students in grades 6-8 will participate in an afterschool

program consisting of dance/music/theater.

**Target Population:** Students in grades 3-8

**Responsible Staff Members:** Outside Artists and Internal Music and Art Teachers, and classroom teachers.

**Activity #3:** *Music Instruction and Instrument Demonstration Exposure through the New York Philharmonic:* Students in grades 5 will receive week residency with Studio in a School art program.

**Target Population** – Students in grades 2-5

**Responsible Staff Members:** Outsider providers, music and art teachers and classroom teachers.

**Implementation Timeline:** October 2012 – May 2013

**Evidence:**

- Art and Music Curriculum lesson plans
- Lesson plans of classroom teachers will indicate artists and composers to be studied for the month.
- Students will create and display works of art throughout the school
- Students will perform during parent meetings and assemblies
- 5<sup>th</sup> grade students will perform during graduation
- Programs and photographs from the Winter Solstice and Spring Musical Gala

**Strategies to increase parental involvement – Extending art projects into the home, encouraging parents to visit museums and other art arenas, inviting parents to exhibits and gallery shows on various artists and composers.**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy  Title I  Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start),

**Title I and Title IIA Funding used to support educational consultants, Professional Development musicians/artists, curriculum and staff development ,staff positions.**

**ANNUAL GOAL #4 AND ACTION PLAN**  
**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, Foundations, Guided Reading, Sounds and Motion	Small Group	Extended Day (50 minutes) & in class
Mathematics	Everyday Math, CCLS, Math Steps	Small Group	Extended Day (50 minutes)
Science	Use of manipulatives, completion of science projects and integration of informational text and writing into science.	Small Group and Individual students	In Class
Social Studies	Students develop informational literacy using social studies content, non-fiction text and articles to amplify social studies concepts and skills.	Small Group and Individual students	In-Class
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Work, Guidance Counselor	Small Group, one to one	During School Day

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Form partnerships and collaborations with Colleges  
Increase Student Teacher Internships within the school  
Encouraging teachers to participate in college professional development programs and classes

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/Lucius Young</b>	District <b>3</b>	Borough <b>Manhattan</b>	School Number <b>165</b>
School Name <b>Robert E. Simon</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mr. Brett Gallini</b>	Assistant Principal <b>Mr. Victor Villegas</b>
Coach	Coach
ESL Teacher <b>Ms. Chan/Ms. Carrasquillo</b>	Guidance Counselor <b>Mr. Calder</b>
Teacher/Subject Area <b>Ms. Menendez/K</b>	Parent <b>Ms. Alicia Simpson</b>
Teacher/Subject Area <b>Ms. Flores/ELA</b>	Parent Coordinator <b>Mr. Jose Duran</b>
Related Service Provider <b>Ms. Fishman/SETSS</b>	Other
Network Leader <b>Lucius Young</b>	Other

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>27</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>7</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>827</b>	Total Number of ELLs	<b>171</b>	ELLs as share of total student population (%)	<b>20.68%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

## Part II: ELL Identification Process

1. DESCRIBE THE STEPS FOLLOWED FOR THE INITIAL IDENTIFICATION OF THOSE STUDENTS WHO MAY POSSIBLY BE ELLS. THESE STEPS MUST INCLUDE ADMINISTERING THE HOME LANGUAGE INFORMATION SURVEY (HLIS), WHICH INCLUDES THE INFORMAL ORAL INTERVIEW IN ENGLISH AND IN THE NATIVE LANGUAGE, AND THE FORMAL INITIAL ASSESSMENT. IDENTIFY THE PERSON(S) RESPONSIBLE, INCLUDING THEIR QUALIFICATIONS, FOR CONDUCTING THE INITIAL SCREENING, ADMINISTERING THE HLIS, THE LAB-R (IF NECESSARY), AND THE FORMAL INITIAL ASSESSMENT. ALSO DESCRIBE THE STEPS TAKEN TO ANNUALLY EVALUATE ELLS USING THE NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT).

1. When students are registered for school, one of the forms that parents complete is the Home Language Identification Survey (HLIS). The HLIS is a form that asks parents/guardians about the language(s) that their child speaks, reads, and understands. The answers determine a child's home language use to establish eligibility for the English Language Assessment Battery-Revised (LAB-R) and to plan instruction. Ms. Machado is the pedagogue who provides the informal oral interview and administers the HLIS to parents. She is also our IEP Teacher and Test Coordinator. Ms. Machado is very familiar with the programs offered at our school and can speak with the families in English and in Spanish. For some of these incoming children, there is a language other than English or in addition to English that is understood. For these possible English Language Learners (ELLs), the ESL Teachers administer the Language Assessment Battery - Revised (LAB-R) within 10 days of the child's enrollment. If the child passes the LAB-R, s/he is not considered an ELL. If s/he does not pass the LAB-R and Spanish is the other language at home, then the Spanish LAB is administered.

In September, Ms. Chan and Ms. Carrasquillo (the 2 full-time ESL teachers, certified by New York City and New York State) hold the first of numerous Parent Orientations for all of the families of possible ELLs. During the meetings, parents learn about the Transitional Bilingual Education (TBE) program, the Dual Language Program, and the monolingual program with ESL services. They watch the NYC Department of Education (NYCDOE) Parent Orientation video in Spanish and English (or in any other language that is available, as needed). A Question-and-Answer session then takes place, followed by the introduction and completion of the "Parent Survey and Program Selection Form."

For those students who are mandated for ESL services based on LAB-R results, an annual assessment is administered during the spring. The New York State English as a Second Language Achievement Test (NYSESLAT) measures the proficiency levels of ELLs. If the child passes the NYSESLAT, s/he is considered proficient in English but will still be supported by teachers with ESL modifications. If the child does not pass, s/he will be an ELL for the following school year and will continue to receive ESL instruction.

To determine the list of students who need to take the NYSESLAT, we print the following ATS reports: NYSESLAT Eligibility Roster (RLER) and NCLB Disaggregation Groups (RDGS). We cross-reference the names of ELLs listed on the RLER and the RDGS with the names of ELLs on our own "Roster of ELLs" to ensure that all ELLs take the NYSESLAT. We would have already printed the Exam History Report (REXH) earlier in the school year to know which students continue to be English Language Learners.

The NYSESLAT is comprised of 4 subtests: Speaking, Listening, Reading, and Writing. The tests are banded K-1, 2-4, 5-6, and 7-8. The Speaking subtest must be done individually, so the two ESL Teachers administer the test to each of the ELLs one-on-one in a quiet room. For the other three subtests, we adhere to the window of testing days and administer the subtests with assistance from classroom teachers and Related Service Providers. ELLs who are absent must take any subtests missed, to ensure that 100% of the tests are administered to the students.

Our Test Coordinator, Ms. Machado, will schedule the dates and assignments of the administration of the NYSESLAT. She will ensure that all of our ELLs take the 4 parts of the NYSESLAT.

**2. WHAT STRUCTURES ARE IN PLACE AT YOUR SCHOOL TO ENSURE THAT PARENTS UNDERSTAND ALL THREE PROGRAM CHOICES (TRANSITIONAL BILINGUAL, DUAL LANGUAGE, FREESTANDING ESL)? PLEASE DESCRIBE THE PROCESS, OUTREACH PLAN, AND TIMELINES.**

2. Parents of possible ELLs need to understand all 3 program choices before they decide for their children. An overwhelming majority of our incoming students are registered for school before the first day of school. For this reason, Parent Orientations are scheduled and provided for families. These numerous Parent Orientations are hosted by the ESL teachers and the Parent Coordinator. An overwhelming majority of our parents are Spanish-speaking. We play the NYCDOE video in which Joel Klein narrates and describes the 3 program choices offered by NYC. We are able to converse with parents in their native languages to clarify for them what a typical day in each of the programs might be like for the children, and what the long term goals are for each program. We are committed in our parents' being fully informed before they decide on the most appropriate program for their children.

For the families who do not attend the Parent Orientations, letters are sent home with surveys that need to be completed, signed, and returned. The "Guide for Parents of English Language Learners" from the NYCDOE is also enclosed and sent home. It comes in English and in 12 other languages. It provides a brief overview of the video. In addition, we created our own PS 165 explanatory sheet, which summarizes the video and includes information about the 3 program choices. We send this sheet home because it helps the parents fill out the survey. All of the above is done beginning in September and continues throughout the school year, as new students arrive at our school.

**3. DESCRIBE HOW YOUR SCHOOL ENSURES THAT ENTITLEMENT LETTERS ARE DISTRIBUTED AND PARENT SURVEY AND PROGRAM SELECTION FORMS ARE RETURNED. (IF A FORM IS NOT RETURNED, THE DEFAULT PROGRAM FOR ELLS IS TRANSITIONAL BILINGUAL EDUCATION AS PER CR PART 154.)**

3. At our Parent Orientations, parents complete the "Parent Survey and Program Selection Form" and return them to us. For those parents who do not attend, we send the Program Selection Forms home with additional brochures that clarify the 3 program choices. We encourage parents to call us if they have questions. We also call home to remind them to return the forms and discuss the 3 program choices. We also meet parents at dismissal to ensure that forms are completed and returned.

As for the Entitlement Letters, the ESL teachers compile an annual "Roster of ELLs and Handscores" for their own records. This helps the ESL teachers determine the types of entitlement letters that need to be sent home. The letters are downloaded (in English and in the students' home languages, if available), photocopied on school letterhead, completed, and sent home to all families who need to receive them. We also keep a copy of every entitlement letter that we send home. The photocopies of letters are kept in the ESL File Cabinet in the ESL Room.

**4. DESCRIBE THE CRITERIA USED AND THE PROCEDURES FOLLOWED TO PLACE IDENTIFIED ELLS IN BILINGUAL OR ESL INSTRUCTIONAL PROGRAMS; DESCRIPTION MUST ALSO INCLUDE ANY CONSULTATION / COMMUNICATION ACTIVITIES WITH PARENTS IN THEIR NATIVE LANGUAGE.**

4. The criteria used to place identified ELLs are the HLIS, the LAB-R, the Parent Orientations, the Parent Survey and Program Selection Form, and conversations with parents. Parent Orientations (as explained in #1B) are hosted by the ESL Teachers and the Parent Coordinator. These meetings provide information about the TBE, Dual Language, and ESL programs. We inform parents that at our school we have dual language classes, monolingual classes, and self-contained bilingual special education classes. If the families prefer a TBE model for their children, we would work with them to find an appropriate school. They are also informed that if there are 15 families with ELLs who have the same home language within two contiguous grades or in the same grade (and select TBE as their first choice), a TBE class must be opened at our school.

We collect the Parent Survey and Program Selection Forms to ensure that identified ELLs are placed in the appropriate programs. Letters are also sent home to notify parents of placement and entitlement. Placement Letters are distributed to parents whose children are in the Dual Language Program or the English as a Second Language Program. Continued Entitlement Letters are sent home to those students who continue to receive ESL services. (For students who passed the LAB-R, Non-Entitlement Letters are sent home. For

ELLs who passed the NYSESLAT and are therefore no longer eligible for ESL service, their families receive the Non-Entitlement/Transition Letters.) For the overwhelming majority of our students, their families receive the letters in English and Spanish. We also download the letters from the NYCDOE website in other languages such as Korean, Chinese, Haitian, and Arabic. Before sending the letters home, we make photocopies and keep them in the ESL File Cabinet, which is located in the ESL Room.

For parents who need assistance with language translation, the Parent Coordinator calls the City Translation Service Department. A translator over the phone helps us communicate with the parents so that we can serve the parents better.

**5. AFTER REVIEWING THE PARENT SURVEY AND PROGRAM SELECTION FORMS FOR THE PAST FEW YEARS, WHAT IS THE TREND IN PROGRAM CHOICES THAT PARENTS HAVE REQUESTED? (PLEASE PROVIDE NUMBERS.)**

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices that parents have opted for has overwhelmingly been in favor for the Dual Language program. The figures are:

2011-2012: Dual Language 64% / ESL 36% / TBE 0%

2010-2011: Dual Language 58% / ESL 28% / TBE 14%

2009-2010: Dual Language 64% / ESL 36% / TBE 0%

2008-2009: Dual Language 60% / ESL 40% / TBE 0%

2007-2008: Dual Language 81% / ESL 19% / TBE 0%

**6. ARE THE PROGRAM MODELS OFFERED AT YOUR SCHOOL ALIGNED WITH PARENT REQUESTS? IF NO, WHY NOT? HOW WILL YOU BUILD ALIGNMENT BETWEEN PARENT CHOICE AND PROGRAM OFFERINGS? DESCRIBE SPECIFIC STEPS UNDERWAY.**

6. Yes, the program models offered at PS 165 are aligned with parent requests. We have Dual Language classes from grades K-8 and monolingual classes from grades PreK - 8. We have two full-time certified ESL teachers. The trend is that most Spanish-speaking parents of ELLs place their children into the Dual Language program and parents of children with other languages opt for the ESL program.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English and Spanish

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)	2	2	2	3	4	4	1	1	1					20
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2	2	2	2					18
<b>Total</b>	4	4	4	5	6	6	3	3	3	0	0	0	0	38

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	88	0	6	27	0	2	5	0	0		120
ESL	20	0	1	15	0	4	3	0	0		38
<b>Total</b>	<b>108</b>	<b>0</b>	<b>7</b>	<b>42</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>		<b>158</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	5	33	16	22	17	18	21	21	23	32	19	37	12	27	9	14	7	22	129	226
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>5</b>	<b>33</b>	<b>16</b>	<b>22</b>	<b>17</b>	<b>18</b>	<b>21</b>	<b>21</b>	<b>23</b>	<b>32</b>	<b>19</b>	<b>37</b>	<b>12</b>	<b>27</b>	<b>9</b>	<b>14</b>	<b>7</b>	<b>22</b>	<b>129</b>	<b>226</b>

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 276

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 5

Asian: 0

Hispanic/Latino: 80

Native American: 0

White (Non-Hispanic/Latino): 9

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	5	2	8	3	4	3	2					<b>32</b>
Chinese		1			2		1							<b>4</b>

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean				1										1
Punjabi														0
Polish														0
Albanian														0
Other						2	1	1						4
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### Part IV: ELL Demographics

#### A. PROGRAMMING AND SCHEDULING INFORMATION

1. HOW IS INSTRUCTION DELIVERED?
  - a. WHAT ARE THE ORGANIZATIONAL MODELS [E.G. DEPARTMENTALIZED, PUSH-IN (CO-TEACHING), PULL-OUT, COLLABORATIVE, SELF-CONTAINED]?

## A. Programming and Scheduling Information

1 a. The organizational models of ESL instruction are mostly Push-In, with some Pull-Out periods. In a Push-In model, the ESL Teachers stay in the classroom with the classroom teachers. They work with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The majority of our ESL Program is provided via a Push-In model. ESL Teachers and classroom teachers plan together in order that the lessons run smoothly and student learning is maximized. No time is lost for traveling between classes. A minority of the ESL instruction is provided via Pull-out periods. These are usually for ELLs who are Newcomers, who are mandated for 360 minutes of ESL instruction per week. For 5 of the 8 periods, they receive Push-In ESL. For the other 3 periods, the Newcomers benefit from a Pull-Out program in which they receive targeted phonics instruction and oral language practice.

1b. WHAT ARE THE PROGRAM MODELS [E.G. BLOCK (CLASS TRAVELS TOGETHER AS A GROUP); UNGRADED (ALL STUDENTS REGARDLESS OF GRADE ARE IN ONE CLASS); HETEROGENEOUS (MIXED PROFICIENCY LEVELS); HOMOGENEOUS (PROFICIENCY LEVELS ARE THE SAME IN ONE CLASS)]?

1b. The program models are same-grade, multi-grade, heterogenous, and homogeneous. Ms. Chan teaches ESL grades K-4 and Ms. Carrasquillo teaches ESL grades 5-8. In some classes, the ELLs are in the same grades. There are also classes in which the students are from different grades, grouped according to students' needs. Most ELLs are taught in a Push-In model, and some are taught via both the push-in and pull-out model because they are mandated for 360 minutes of ESL service per week. They receive services in their classrooms Monday-Friday for a total of 5 periods, and then pulled out for the other 3 periods throughout the week.

As for the Dual Language classes, the K classes are self-contained. One teacher is with the same group of children all year and teaches in both English and Spanish, alternating the language each day. Grades 1-5 are roller coaster side-by-side and grades 6-8 are side-by-side. In a roller coaster side-by-side model, there are two Dual Language teachers for that grade. In Grade 1, for example, the Dual Language classes are Classes 103 and 104. The children of 103 start the day with 103 Ms. Hackett. Shortly after lunch, Class 103 switches and spends the rest for the school day with 104 Ms. Madrigal. The following morning, the children of 103 begin their day with 104 Ms. Madrigal and will then be with 104 Ms. Hackett after lunch.

2. HOW DOES THE ORGANIZATION OF YOUR STAFF ENSURE THAT THE MANDATED NUMBER OF INSTRUCTIONAL MINUTES IS PROVIDED ACCORDING TO PROFICIENCY LEVELS IN EACH PROGRAM MODEL (TBE, DUAL LANGUAGE, ESL)?

2. Ms. Chan and Ms. Carrasquillo are the 2 full-time certified ESL teachers who work with our ELLs in the monolingual classes. They maintain records of our ELLs school-wide and fully serve all the ELLs according to their levels of ESL. ELLs are entitled to either 180 or 360 minutes of ESL per week.

The Dual Language classroom teachers of PS 165 also provide the mandated number of instructional minutes to our ELLs. They are K-013 Ms. Menendez; K-014 Ms. Pizarro; 1-103 Ms. Hackett; 2-203 Mr. Aguilar-Moreno; 3-303 Ms. Grimaldi; 4-403 Ms. Bard; 5-503 Ms. Stevenson; 6-603 / 7-703 / 8-803 ELA Ms. Rivera.

a. HOW ARE EXPLICIT ESL, ELA, AND NLA INSTRUCTIONAL MINUTES DELIVERED IN EACH PROGRAM MODEL AS PER CR PART 154?

a. Explicit instructional minutes are delivered in each program model. ESL instructional minutes are delivered in either a push-in or pull-out setting. The ESL teachers meet often with classroom teachers to discuss lessons, strategies, and ideas to best serve the ELLs. Beginning and Intermediate ELLs are served 360 minutes a week. Advanced ELLs are served 180 minutes per week. Dual language classroom teachers also meet frequently to plan NLA and ELA instruction for the ELLs. Following their ELL population and the students' needs, teachers create subgroups according to the mandated minutes. They also take into consideration the NYSESLAT subscores, and group students according to how children scored on the Speaking/Listening/Writing/Reading parts of the test. Themes, objectives, and lessons for each subgroup are planned in order to differentiate instruction.

3. DESCRIBE HOW THE CONTENT AREAS ARE DELIVERED IN EACH PROGRAM MODEL. PLEASE SPECIFY LANGUAGE, AND THE INSTRUCTIONAL APPROACHES AND METHODS USED TO MAKE CONTENT COMPREHENSIBLE TO ENRICH LANGUAGE DEVELOPMENT.

3. Content area instruction is delivered in each program model by using units of study. We use Understanding by Design as the planning model. We start with the essential questions of each lesson and then plan via backward mapping. For each unit, students complete performance-based tasks to show mastery of study through written exams and project-based learning. The language of instruction is either English or Spanish, depending on the teacher and the class being taught.

## A. Programming and Scheduling Information

Our literacy materials include leveled libraries in English and Spanish, Wordly Wise K-8, Fountas and Pinnell K-3, Foundations K-1, and Estrellita K-2. Our Science and Social Studies materials include hands-on tools such as maps, globes, scales, measuring cups, magnifying glasses, balancing scales, graduated cylinders, beakers, funnels, flasks, measuring spoons, and droppers. Culminating field trips enhance the children's understanding and appreciation of the lessons taught.

Our mathematics curriculum is Envision Math for K-2, Everyday Math for 3-5, and Impact Math for 6-8. Monolingual and Dual Language Teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help students analyze how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, tape measures, 3-D shapes, fraction strips, and scientific calculators.

Teachers use their interactive Smartboards to enrich content area instruction and language development. Google Images and Google Earth, for example, provide visuals so that students can internalize information better. We have a mobile cart of 25 iPads that teachers can borrow and use with their students. Newcomers use the iPads for its phonics, math, and bilingual apps.

Ms. Chan and Ms. Carrasquillo also use ESL methodologies and Sheltered English Instruction to enrich language development. They align their lessons with those of the classroom teachers. At PS/MS 165, our literacy curriculum is the Teachers College Reading and Writing Project. Realia, graphic organizers, TPR (Total Physical Response), role-playing, picture books, songs, and manipulatives are some of the tools and methodologies used to scaffold our ELLs' learning. The ESL teachers take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual Language teachers also employ ESL strategies and Sheltered English Instruction as they teach their students in English and Spanish. All teachers of ELLs modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways: by modifying speech rate and tone; by teaching direct instruction of vocabulary and grammar; by repeating key words, phrases, and concepts; by using concept clues and making extensive use of modeling strategies; and by relating instruction to students' background knowledge and experience. Dual Language teachers have resources for the students in English and in Spanish. ESL Teachers have resources such as iPads and bilingual dictionaries to support native language, which will enrich content comprehension and language development. All teachers are committed to advancing the ELLs in English proficiency.

### 4. HOW DO YOU ENSURE THAT ELLS ARE APPROPRIATELY EVALUATED IN THEIR NATIVE LANGUAGES?

4. The overwhelming majority of ELLs at PS 165 come from Spanish-speaking families. If the students are entitled for testing based on the Home Language Information Survey (HLIS), the LAB-R is the first assessment administered. If the child does not pass and is therefore an ELL for the year, then the Spanish LAB is also administered. In Dual Language classrooms, a Spanish Reading Test called El Examen de Lectura en Español (ELE) is the assessment used to evaluate proficiency in the native language.

### 5. HOW DO YOU DIFFERENTIATE FOR ELL SUBGROUPS?

a. DESCRIBE YOUR INSTRUCTIONAL PLAN FOR SIFE.

b. DESCRIBE YOUR PLAN FOR ELLS IN U.S. SCHOOLS LESS THAN THREE YEARS (NEWCOMERS).

ADDITIONALLY, BECAUSE NCLB NOW REQUIRES ELA TESTING FOR ELLS AFTER ONE YEAR, SPECIFY YOUR INSTRUCTIONAL PLAN FOR THESE ELLS.

c. DESCRIBE YOUR PLAN FOR ELLS RECEIVING SERVICE 4 TO 6 YEARS.

d. DESCRIBE YOUR PLAN FOR LONG-TERM ELLS (COMPLETED 6 YEARS).

5. Teachers differentiate lessons by planning for subgroups and the children's needs.

a. Students who are considered Students With Interrupted Formal Education (SIFE) come to school with many challenges. The children have had interruptions with their formal education and therefore come to an English language school system academically behind in comparison with their peers. For these children, the transfer of the first language (L1) to the second language (L2) is challenging because their knowledge and skills in L1 are not on grade-level. For these students, intense instruction in L1 has to be provided before L2.

The trend with our SIFE population has been that they come from Spanish-speaking households and the parents always place their children into the Dual Language Program. The Dual Language Study Group of PS/MS 165 meets every other Friday, and the focus of their study from last year and continuing into this year has been the SIFE population. To help plan for instruction in our work with SIFE, upper-grade teachers collaborate with lower-grade teachers to learn primary-grade strategies and to borrow primary-grade resources or books that they can use in small groups with SIFE. This way, instruction can be differentiated with the use of picture books, realia, or graphic organizers. The language of instruction is Spanish.

The teaching of phonemic awareness and the use of picture books are important for these children. Oral language skills in L1 and

## A. Programming and Scheduling Information

eventually L2 are improved with retelling, storytelling, and role-playing. Our classroom teachers work in small groups throughout the day with their SIFE to help with their individualized academic needs. We have a mobile cart of 25 iPads that teachers have borrowed to use with their SIFE. Apps have been downloaded and provide support with native language support, phonics, and Math.

Our Academic Intervention Services (AIS) teachers work with SIFE whom they see in small groups to provide intense instruction. For Extended Day Monday-Thursday 2:40-3:17, one of our fourth-grade Dual Language classroom teachers sees a group of ten Newcomers and teaches in Spanish. These children need the native language support, as they are new arrivals.

The Instructional Cabinet of PS/MS 165 meets individually with teachers once a month to review the progress of students, including the progress of SIFE. Instructional materials that teachers plan to use are discussed with the Administrators. Mr. Gallini meets with teachers in grades K, 3, and 5; Mr. Villegas meets with teachers in grades 1, 2, and 4; Ms. Castellano works with teachers in grades 6, 7, and 8; and Ms. Russell meets with teachers of Self-Contained Special Education classes. The Instructional Cabinet Administrator and teacher discuss Reading and Writing Level Action Plans for “at risk” students, many of whom are SIFE.

b. ELLs who have been in school for less than 3 years also receive the mandated number of minutes that they are entitled to for ESL services. These ELLs are grouped with Ms. Chan and Ms. Carrasquillo. Instruction is tailored to their needs, whether it is for phonics, fluency, or reading for comprehension. Since No Child Left Behind (NCLB) now requires ELA testing for ELLs after one year, our ELLs also participate in rigorous test preparation lessons. In addition to ELA test prep during the day, we will hold from January 2012 - March 2012 an after school Test Prep program. Our certified teachers will work with ELLs and offer ELA instruction 2 days a week and Math test prep 2 days a week.

c. ELLs receiving ESL service from 4-6 years are at risk of becoming long-term ELLs. Small-group instruction during the day is tailored to these children’s needs. Strategy groups are formed in which teachers help students develop literacy skills by teaching Balanced Literacy. Activities can include Shared Reading, Guided Reading, or Read Alouds. The focus is on vocabulary, fluency, and comprehension. Extended Day from 2:40-3:17 Monday-Thursday provides an opportunity to students to get more individualized attention from their teachers. This year we are using Buckle Down ELA and Buckle Down Math. Academic after school programs will also be provided to further support their needs. We have an action plan for ELLs in Grades 3-8 to attend a Reading Intervention After School Program from November 2011 - May 2012. There is also an action plan for a Title III K-8 After School (Academic Intervention Services) AIS Program for one hour a week and a Sports Program also for one hour a week.

d. Long-term ELLs continue to receive the mandated number of ESL minutes to which they are entitled. Small groups are strategically set up throughout the day to provide differentiation of instruction for students. Strategy groups are formed in which teachers help students develop literacy skills by teaching Balanced Literacy. Activities can include Shared Reading, Guided Reading, or Read Alouds. The focus is on vocabulary, fluency, and comprehension. Extended Day from 2:40-3:17 Monday-Thursday provides an opportunity to students to get more individualized attention from their teachers. This year we are using Buckle Down ELA and Buckle Down Math. Academic after school programs will also be provided to further support their needs. We have an action plan for ELLs in Grades 3-8 to attend a Reading Intervention After School Program from November 2011 - May 2012. There is also an action plan for a Title III K-8 After School (Academic Intervention Services) AIS Program for one hour a week and a Sports Program also for one hour a week. We are also offering a PreK-8 Saturday Enrichment Program, which is held once a month from September 2011-June 2012. Our ELLs attend for two hours a day and select among classes such as Music, Cartooning, Fitness for Life, Art, Debate, and Geography and Art. Our goals are to have the ELLs interacting and learning with native speakers to improve their oral language, and to enjoy being at school.

### 6. WHAT INSTRUCTIONAL STRATEGIES AND GRADE-LEVEL MATERIALS DO TEACHERS OF ELL-SWDS USE THAT BOTH PROVIDE ACCESS TO ACADEMIC CONTENT AREAS AND ACCELERATE ENGLISH LANGUAGE DEVELOPMENT?

6. Some of our ELLs have special needs (ELL-SWDS), and we provide services in accordance with the children’s Individualized Education Programs (IEPs) and mandates for ESL service. Teachers use scaffolding techniques to provide access to academic content areas and to accelerate English language development. Graphic organizers are a visual tool for students to divide information into categories. They also help students plan for writing. The use of realia stimulates learning and gets children engaged in the lessons. We realize that allowing extra time for ELL-SWDS to orally respond gives them the opportunity to process their thoughts before articulating aloud. Helping them feel safe and empowered increases their sense of ownership in their education.

Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have leveled the books in their classroom libraries. Dual Language classroom teachers have class libraries filled with books in English and Spanish, and textbooks in both languages. We use Wordly Wise K-8, Fountas and Pinnell K-3, Foundations K-1, and Estrellita in Spanish in Dual Language K-2. Our ELL-SWDS are in monolingual, Dual Language, and Special Education self-contained classes.

## A. Programming and Scheduling Information

Mr. Kendzor is the Technology Cluster Teacher who runs our Computer Lab. Ms. Dyer (twin sister) volunteers full time in the Computer Lab to assist students of our school, some of whom are ELL-SWDs.. We have a set of 25 iPads that is kept in a cart and can be checked out by PS / MS 165 teachers for students to use throughout the school. Apps have been downloaded in English and Spanish for students to improve their grammar knowledge, phonemic awareness, and Math skills. Every classroom at PS / MS 165 has a Smartboard to enhance lessons across all subject areas. Teachers can facilitate the lessons or allow students to interact with the Smartboard. ELL-SWDs benefit from having visuals enrich the lessons.

Our mathematics curriculum is Envision Math for K-2, Everyday Math for 3-5, and Impact Math for 6-8. Monolingual, Dual Language Teachers, and Special Education classroom teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help students analyze how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, 3-D shapes, tape measures, and fraction strips. They also use their interactive Smartboards and depending on the grade, also have scientific calculators for the students.

### 7. HOW DOES YOUR SCHOOL USE CURRICULAR, INSTRUCTIONAL, AND SCHEDULING FLEXIBILITY TO MEET THE DIVERSE NEEDS OF ELL-SWDS WITHIN THE LEAST RESTRICTIVE ENVIRONMENT?

7. We are fully aware that each child comes to our school with his or her individual strengths and needs. The diverse needs of ELL-SWDs within the least restrictive environment are met with continual consultation among classroom teachers and specialists who provide ESL, Speech, SETSS, Occupational Therapy, Physical Therapy, and Counseling. Depending on the needs of the ELL-SWDs, related service providers teach via a push-in or pull-out model. The learning opportunities for the ELL-SWDs are optimal in both teaching models, as the service providers are cognizant of each lesson's objectives.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	
Math:	SPANISH
Science:	SPANISH

Class/Content Area	Language(s) of Instruction

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

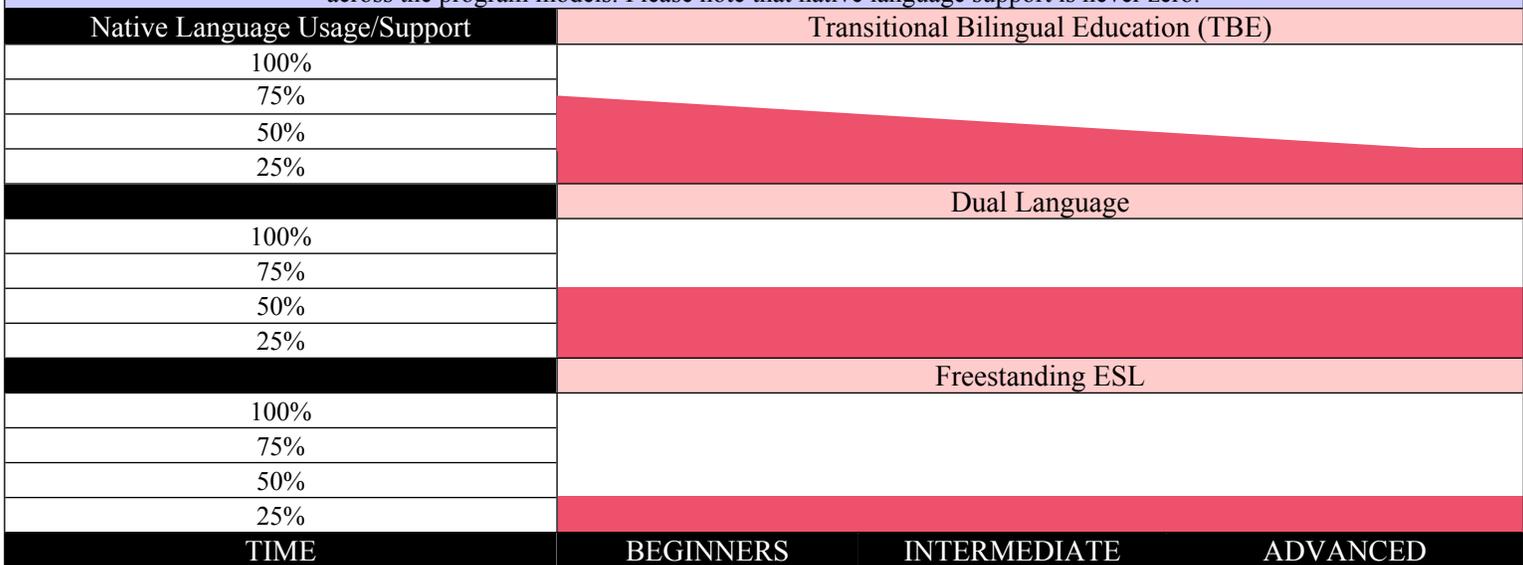
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### B. Programming and Scheduling Information -- Continued

8.DESCRIBE YOUR TARGETED INTERVENTION PROGRAMS FOR ELLS IN ELA, MATH, AND OTHER CONTENT AREAS (SPECIFY ELL SUBGROUPS TARGETED). PLEASE LIST THE RANGE OF INTERVENTION SERVICES OFFERED IN YOUR SCHOOL FOR THE ABOVE AREAS AS WELL AS THE LANGUAGE(S) IN WHICH THEY ARE OFFERED.

8.We offer targeted intervention programs for ELLs in ELA, Math, and other content areas. For all of the programs mentioned, the language used during instruction is either English or Spanish, depending on the class in which the students are being taught.

Every school day from 2:10-2:30, we have a Social Issues period throughout the building. Our students and ELLs, in particular, benefit from engaging in conversation and practicing their social skills. For our ELLs, this is a time to strengthen their oral language with students who are English proficient. For our ELLs in Social Issues Grades K-1, the children are at Centers and Choice Time. The activities are developmentally appropriate to maximize learning. For our ELLs in Grades 2-5, the students study current social issues. For our ELLs in Grades 6-8, the social issues curriculum is called "Global Issues" and is a mandated course for our middle schoolers. The students and teachers work on monthly units by engaging in conversation and collaborating to develop possible solutions. Some of the issues are Community Development, Population, Poverty, Pollution, Water, Sustainability and Consumption, Quality of Life, and Looking to the Future.

Our Extended Day program is held Mondays through Thursdays from 2:40-3:17. For 2 days a week we use Buckle Down ELA and for the other 2 days, we use Buckle Down Math. The ELLs who participate benefit from this targeted instruction, as the groups are small and they receive individualized attention from teachers.

Ms. Fishman is our full-time Special Education Teacher Support Services (SETSS) Provider. She works with children who have special needs, some of whom are ELLs. She provides small-group intensive instruction in ELA, Math, and Social Studies. She teaches in English and in Spanish (depending on the students' IEP mandates for the language of instruction).

For Word Study this year, we are using Wordly Wise K-8. Children in K-3 are also being taught with the Fountas and Pinnell Phonics Program. Students in Dual Language K-2 are studying the Estrellita Program in Spanish.

From November 2011-May 2012, we will offer our K-8 ELLs a Reading Intervention After School Program. We will also offer a Title III K-8 After School Program of Academic Intervention Services (AIS) one hour a week and Sports for one hour a week.

Our three full-time Academic Intervention Services (AIS) Teachers provide instruction for a targeted intervention program. They work with at-risk students, many of whom are ELLs. They use the Fountas and Pinnell Leveled Literacy Intervention Program K-5.

In our middle school, teachers provide targeted intervention services every day during their Professional Period. They group the students (10:1 ratio) according to the children's needs: Newcomers, Long-term ELLs, or at-risk students. They work on reading, writing, Math, Social Studies, and Science. Teachers use technology such as the Smartboards or iPads to supplement their lessons.

All teachers follow the Common Core Standards and review the Periodic Assessments to develop the targeted instructional lessons that address the needs of their students. They are aware of the goals and standards that the students have yet to reach. Based on the data and knowledge of the students, teachers create lessons for the targeted intervention.

9.DESCRIBE YOUR PLAN FOR CONTINUING TRANSITIONAL SUPPORT (2 YEARS) FOR ELLS REACHING PROFICIENCY ON THE NYSESLAT.

9.For the children who have passed the NYSESLAT, AIS and specialized after school programs offer continued support as the children

move onto more challenging academic work. This year, our AIS Program is taught by three full-time teachers. From September 2011-June 2012, students are taught in small groups for a cycle of six weeks, after which the AIS teachers work with another group of students for the next six weeks. Some of these AIS students are former ELLs who continue to need academic support. This year, some of our former ELLs may attend our K-8 After School Programs, which will run from November 2011-March 2012. Our K-8 After School Math Group will focus on Math foundation skills. There will also be a K-8 After School Soccer Program. We will offer K-8 Clubs that our former ELLs will be invited to attend. These Clubs will begin after Thanksgiving 2011 and run till May 2012. We will have an Arts and Crafts Club, a Spanish Club, a Global Issues Club, and an Environmental Studies Club. Some of our former ELLs will also attend our After School Test Prep Program that will run from January 2012-March 2012. The ELA test prep classes will occur two days a week and the Math test prep classes will take place on two other days of the week.

Classroom Teachers and out-of-classroom staff continually meet to discuss the needs of the former ELLs. For those former ELLs who are in grades 3 and above, they are entitled to testing modifications when they take the city and state exams. This applies for two years after they have passed the NYSESLAT. For the ELA, these former ELLs are entitled to extra time (time-and-a-half) and a third reading of the Listening Passage. On the Math and Science tests, these former ELLs are entitled to extra time, a bilingual glossary, tests booklets in English and in the home language (if available), and an oral translator (if a test booklet in the home language is not available).

#### 10. WHAT NEW PROGRAMS OR IMPROVEMENTS WILL BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR?

10. We are expanding our Dual Language program into Grade 8 of our middle school: The Global Scholars Academy.

A new program that we are excited about is the K-5 Academic Intervention Services (AIS) Program. This year, 3 full-time AIS teachers are working with at-risk students to focus on literacy. The objectives are to help struggling students catch up to grade-level academic work by offering intensive small-group instruction. Each group will be with the AIS Teacher for a six-week cycle, after which another group of students will be chosen to work with the AIS teachers.

#### 11. WHAT PROGRAMS/SERVICES FOR ELLS WILL BE DISCONTINUED AND WHY?

11. We do not plan on discontinuing any programs/services for ELLs.

#### 12. HOW ARE ELLS AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS? DESCRIBE AFTER SCHOOL AND SUPPLEMENTAL SERVICES OFFERED TO ELLS IN YOUR BUILDING.

12. ELLs are afforded equal access to all school programs by participating in everything in which their peers are involved. The PS 165 calendar is sent home monthly and is written in English and Spanish. All school notices for parents are also written in English and Spanish. ELLs are given priority when notices about the ESL After School Programs are sent home. Our Parent Coordinator (Mr. Duran) and our Community Coordinator (Mr. Greene) work closely with families and community organizations to provide contact, information, and assistance with after-school and supplemental services to our ELLs.

Our Extended Day Program runs from 2:40-3:17 Monday-Thursday. These small groups provide an opportunity to students to get more individualized attention from their teachers, which will strengthen their academic skills. This year for Extended Day we are using Buckle Down ELA and Buckle Down Math.

Academic after school programs will also be provided to further support the needs of our ELLs. We have an action plan for ELLs in Grades 3-8 to attend a Reading Intervention After School Program from November 2011-May 2012. There is also an action plan for a Title III K-8 After School Academic Intervention Services (AIS) Program for one hour a week and a Sports Program also for one hour a week. The funding source of after school and supplemental programs that are exclusively for ELLs is Title III.

We also have a before-school program for fifth graders that is inclusive of ELLs. The teacher sees the children three days a week for 40 minutes before the start of the school day and works on strengthening ELA and Math skills. This program runs from November 2011-June 2012.

This year, we have partnered with organizations and nearby universities to provide supplemental services for our ELLs and our entire student body. Our partnerships are with Studio in a School, New York Philharmonic, Bank Street College, Learning Leaders, The Juilliard School, and Asphalt Green.

We have a PreK-8 Saturday Enrichment Program, which is being held once a month from September 2011-June 2012. Our ELLs attend for two hours a day and select among classes such as Music, Cartooning, Fitness for Life, Art, Debate, and Geography and Art.

Our goals are for the ELLs to interact and learn with native speakers; to improve their oral language; to improve their academic skills across all subjects; and to enjoy being at school. The rationale for the programs is to provide the needed social and academic support for our English Language Learners. It is crucial that we help ELLs with socialization and academic skills. We need to help them acclimate to their new culture while helping them acquire a new language.

13. WHAT INSTRUCTIONAL MATERIALS, INCLUDING TECHNOLOGY, ARE USED TO SUPPORT ELLS (INCLUDE CONTENT AREA AS WELL AS AS LANGUAGE MATERIALS; LIST ELL SUBGROUPS IF NECESSARY)?

13. To support ELLs, we use a variety of instructional materials. Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have leveled the books in their classroom libraries. Dual Language classroom teachers have class libraries filled with books in English and Spanish, and textbooks in both languages. We have a school library in which Ms. Dyer volunteers full-time to accommodate class visits and help students borrow books to bring home. The ESL teachers also have a library in their room specifically for ELLs to borrow books. Bilingual Glossaries (downloaded from the website of The State Education Department / The University of the State of New York) have also been provided to our ELLs in Spanish and other languages as needed in the subjects of Math, Science, and Social Studies. This helps our ELLs with their classwork and can also be used during the State Math and Science Exams.

Mr. Kendzor is the Technology Cluster Teacher who runs our Computer Lab. Ms. Dyer (twin sister) volunteers full time in the Computer Lab to assist students. We have a set of 25 iPads that is kept in a cart and can be checked out by PS / MS 165 teachers for students to use throughout the school. Apps have been downloaded in English and Spanish. We have purchased two iPads for our New Arrivals in monolingual classes who are from China and South Korea. These new ELLs will have phonics apps downloaded for them to practice grammar activities. They will use this in addition to their personal Chinese/English and Korean/English dictionaries. Every classroom at PS / MS 165 has a Smartboard to enhance lessons across all subject areas. Teachers can facilitate the lessons or allow students to interact with the Smartboard.

Our mathematics curriculum is Envision Math for K-2, Everyday Math for 3-5, and Impact Math for 6-8. Monolingual and Dual Language Teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help students comprehend how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, 3-D shapes, and fraction strips. They also use their interactive Smartboards and depending on the grade, also have scientific calculators for the students.

14. HOW IS NATIVE LANGUAGE SUPPORT DELIVERED IN EACH PROGRAM MODEL?

14. Native language support is delivered through a 50/50 model in our Dual Language program grades K-5, and 50/50 model within the English Language Arts Classes in Dual Language grades 6-8. All of the teachers in our Dual Language Program, including those who teach the English component, are fluent in Spanish and can provide native language support for the ELLs as needed. Ms. Carrasquillo, one of the ESL teachers, can provide native language support to Spanish-speaking students in the monolingual classes. We teach phonics instruction and use picture books and pictionaries as deemed necessary. The ESL Teachers have downloaded bilingual glossaries from the website of The State Education Department / The University of the State of New York in languages such as Spanish, Arabic, Chinese, Korean, or Haitian. For grades 3-5 and 6-8, these glossaries are available for Math, Science, and Social Studies. They have provided the glossaries to our ELLs, who use them for classwork and homework. These glossaries can be used as part of the ELLs' testing modifications for the State Math and Science Tests.

The ESL Teachers also have children's and adults' dictionaries in Croatian, French, Farsi, Spanish, Chinese, Polish, and Russian to use with students to provide native language support.

15. DO REQUIRED SERVICES SUPPORT, AND RESOURCES CORRESPOND TO ELLS' AGES AND GRADE LEVELS?

15. Yes, required services support and resources correspond to ELLs' ages and grade levels.

16. INCLUDE A DESCRIPTION OF ACTIVITIES IN YOUR SCHOOL TO ASSIST NEWLY ENROLLED ELL STUDENTS BEFORE THE BEGINNING OF THE SCHOOL YEAR.

16. During the summer, before students begin the school year, we hold an annual Ice Cream Social as an orientation for new families. This is how we welcome them to the PS 165 community. The meeting is hosted by Administrators, the Parent Coordinator, Classroom Teachers, and parent volunteers of the Parents' Association. It is unknown which families' children will be ELLs for the upcoming school year since the students are not tested for ESL eligibility until September; however, our Ice Cream Social is a wonderful way for children and parents to meet their new teachers and other staff of the school.

17. WHAT LANGUAGE ELECTIVES ARE OFFERED TO ELLS?

17. Our school has a Dual Language program from grades K-8. This means that the language elective for ELLs is Spanish for those in the Dual Language program.



**C. Schools with Dual Language Programs**

- 1. How much time (%) is the target language used for EPs and ELLs in each grade?
- 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- 3. How is language separated for instruction (time, subject, teacher, theme)?
- 4. What Dual Language model is used (side-by-side, self-contained, other)?
- 5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

**C. SCHOOLS WITH DUAL LANGUAGE PROGRAMS**

- 1. HOW MUCH TIME (%) IS THE TARGET LANGUAGE USED FOR EPS AND ELLS IN EACH GRADE?
  - 1. At PS 165, the target language is used 50% of the time for EPs and ELLs in each grade. At MS 165, the target language is used 50% of the time during the ELA periods.
- 2.HOW MUCH OF THE INSTRUCTIONAL DAY ARE EPS AND ELLS INTEGRATED? WHAT CONTENT AREAS ARE TAUGHT SEPARATELY?
  - 2.EPs and ELLs are integrated throughout the entire day. Content areas are not taught separately.
- 3. HOW IS LANGUAGE SEPARATED FOR INSTRUCTION (TIME, SUBJECT, TEACHER, THEME)?
  - 3. At PS 165, language is separated for instruction by time and by teacher. AT MS 165, language is separated by time, teacher, and subject.
- 4.WHAT DUAL LANGUAGE MODEL IS USED (SIDE-BY-SIDE, SELF-CONTAINED, OTHER)?
  - 4.The Dual Language model used at PS/MS 165 is side-by-side and self-contained.
- 5. IS EMERGENT LITERACY TAUGHT IN CHILD’S NATIVE LANGUAGE FIRST (SEQUENTIAL), OR ARE BOTH LANGUAGES TAUGHT AT THE SAME TIME?
  - 5. Emergent literacy is taught in the native language first. As students progress to the Intermediate Level, both languages are then taught at the same time.

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### D. PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

#### 1. DESCRIBE THE PROFESSIONAL DEVELOPMENT PLAN FOR ALL ELL PERSONNEL (PLEASE INCLUDE ALL TEACHERS OF ELLS).

1. Nearly all of our classroom teachers have ELLs. Staff developers from the TCRWP meet with teachers and Related Service Providers on a grade-by-grade level or on an individual basis at least once a month. These outside consultants provide professional development for our literacy curriculum. Teachers College offers professional development workshops called Calendar Days throughout the year for ESL Teachers and classroom teachers of ELLs.

The NYCDOE Office of ELLs offers workshops for pedagogues to attend. Children First Network 408 provides professional development for classroom teachers and ESL Teachers to enhance their teaching of ELLs.

Some of our classroom teachers voluntarily participate in a Dual Language Study Group. The teachers meet every other week to discuss professional books. They also talk about strategies and ideas to enhance their teaching and therefore their students' learning. They also discuss ways to improve our wonderful Dual Language Program.

Grade teams have been formed, with one Grade Team Leader for each grade. Teachers meet weekly as a grade for one hour to collaborate on plans, examine student data and student work, and specify next steps for teaching and assessment.

The Principal has monthly meetings with teachers in which they review student data and implications for teaching and consider the next steps.

Teachers have been trained in using ARIS. They review student data and devise instructional steps to improve students' academic performance.

We have monthly faculty conferences in which all staff members participate.

Administrators informally observe classrooms daily and provide feedback to teachers regarding instructional decisions.

#### 2. WHAT SUPPORT DO YOU PROVIDE STAFF TO ASSIST ELLS AS THEY TRANSITION FROM ELEMENTARY TO MIDDLE AND/OR MIDDLE TO HIGH SCHOOL?

2. We have a huge banner that hangs at our building entrance that reads, "PS/MS 165: On the Path to College." All staff members and students are aware that the goal for our children is long term. We aim to prepare our students for college readiness.

There is articulation between our fifth grade teachers and our middle school teachers. The fifth grade teachers visit MS 165 teachers to learn about the middle school's academic program. Fifth grade teachers need to be aware of the academic demands of middle school in order for their students to succeed. This way, they can provide academic support to ensure that the graduating fifth graders are prepared for the challenges of a junior high school. Our fifth grade students also take tours of MS 165 to find out what they can expect in middle school.

The staff members of our middle school receive support to help ELLs as they transition to high school. We have a guidance counselor for MS 165 who is responsible for handling the high school application process. Meetings are held for parents and our seniors to discuss the high school application process. The High School Directory is given to families. The guidance counselor is available every school day from 1:30-2:30 specifically to meet with eighth graders. Our seniors can come see her with any academic or social issues for which they need assistance. Notices go home and emails are sent home in English and Spanish. The topics range from After School Program offerings to Senior Dues. We also send home relevant High School information such as Open Houses for prospective applicants, visits from representatives of high schools, or the High School Borough Fairs. In addition to notices and emails, phone blasts are placed to notify families of all important information.

#### 3. DESCRIBE THE MINIMUM 7.5 HOURS OF ELL TRAINING FOR ALL STAFF (INCLUDING NON-ELL TEACHERS) AS PER JOSE P.

3. The minimum 7.5 hours of ELL Training for all staff is covered by workshops provided by our CFN 408 Network and by Teachers College Calendar Days.



## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. PARENTAL INVOLVEMENT

#### E. PARENTAL INVOLVEMENT

##### 1. DESCRIBE PARENT INVOLVEMENT IN YOUR SCHOOL, INCLUDING PARENTS OF ELLS.

1. We encourage all parents to be active in their children's educational life. At PS/MS 165, workshops are given in which families can learn about New York State tests, online safety, and ARIS Parent Link and Acuity. Our Parent Coordinator, Mr. Duran, has an e-mail list in which pertinent information can be sent to parents. We also have an automated school messenger system that calls home to all families within 20 minutes after a message has been sent. Messages are dialed home once or twice a week.

Parents can be "Learning Leaders" at our school. They attend a 3-day training and then volunteer at our school in activities such as hallway monitoring or they can do a Read Aloud with students.

Parent Teacher Conferences are held twice a year in which parents discuss with pedagogues the progress that their children have made, and the next steps necessary for further social and academic growth.

We have an active Parents' Association (PA) that meets once a month. The meetings are open for all parents to attend.

Our school offers "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

##### 2. DOES THE SCHOOL PARTNER WITH OTHER AGENCIES OR COMMUNITY BASED ORGANIZATIONS TO PROVIDE WORKSHOPS OR SERVICES TO ELL PARENTS?

2. Yes, our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents and all PS/MS 165 Parents.

Situated by our Parent Coordinator's office is a bulletin board in which local agencies can post information for parents. Postings can be information about local tutors for hire or after school programs such as a Y.

Free ESL classes are offered to parents at the nearby Grace House.

There are workshops in our building in which The Center for Immigrant Families works with families and then follows up with parents at a later date.

The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which parents can learn about various events taking place in the neighborhood.

Parentjobnet.com is an online resource that provides job listings and networking opportunities. Parents with common interests, for example, can meet each other in their community.

Staff members from the YMCA provide workshops to parents on how to help children with homework.

Specialists from Met Life provide workshops for parents on topics such as "Identity Theft" and "Saving for Your Child's Future."

Specialists from Chase Bank provide financial workshops for parents on topics such as savings and checking accounts.

Staff developers from Teachers College provide workshops to parents on how families can support literacy at home. They explain, for example, the importance of reading to children and the role that oral language plays in developing a child's vocabulary.

The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve the parents better.

##### 3. HOW DO YOU EVALUATE THE NEEDS OF THE PARENTS?

3. Monthly Parents' Association (PA) meetings are open for all parents to attend and participate. During these meetings, various topics are discussed. The PA and the administrators of PS 165 are in close contact and address the concerns of parents.

The annual Learning Environment Survey provides vital information that schools need to know about issues with which families are satisfied or dissatisfied. Administrators are informed of the results of the surveys and can create action plans to address the issues.

Our Parent Coordinator is the liaison between our school and our families. Her role is multi-faceted: she welcomes parents; ensures that parents have access to the educational process; troubleshoots concerns that parents may have; assists with the middle school and high

school application process; and connects parents to community resources.

Every morning before the start of the school day, our Administrators and Parent Coordinator stand at our building entrance to greet all the students and to speak with parents. This provides a warm and welcoming environment in which parents can ask questions and address concerns regarding their children’s education. The goal is to create close relationships between the school and the families. Meeting with the parents ensures that we evaluate and address the needs of the parents.

The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve the parents better.

#### 4. HOW DO YOUR PARENTAL INVOLVEMENT ACTIVITIES ADDRESS THE NEEDS OF THE PARENTS?

4.Many of the parental involvement activities stem from ideas that parents gathered. For example, Open Classrooms began after some parents expressed interest in seeing their children’s classrooms in action.

The School Leadership Team (SLT) meets monthly. The parents have requested more Music classes for students in grades 3-5. As a result, there is an action plan to partner with the nearby Bloomingdale School of Music.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	8	8	3	5	6	8	4	3					50
Intermediate(I)	0	7	4	12	7	6	1	2	1					40
Advanced (A)	4	3	9	9	21	12	9	8	6					81
Total	9	18	21	24	33	24	18	14	10	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0	2	2	4	1				
	I		5	4	3	3	3	2	0	1				
	A	1	5	10	7	16	5	7	7	1				
	P		6	6	14	10	12	3	3	6				
READING/ WRITING	B	1	6	7	3	1	4	4	3	2				
	I		6	4	11	7	6	1	2	1				
	A		4	4	10	20	10	8	7	6				
	P		0	5	0	1	2	1	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	40	42	9	108
4	10	15	3	0	28
5	4	12	3	0	19
6	9	2	0	0	11
7	4	5	1	0	10
8	1	6	0	0	7
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	3	32	4	37	3	9	0	93
4	0	3	7	10	4	4	0	1	29
5	2	2	4	8	2	4	0	0	22
6	1	3	3	4	2	0	0	0	13
7	2	2	2	2	1	3	0	0	12
8	1	2	3	1	0	1	0	0	8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	6	4	49	7	34	1	103
8	2	1	26	1	23	0	0	0	53
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	18	33	11	2	12	31	10
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part IV: Assessment AnalysisPart IV: Assessment Analysis

B. AFTER REVIEWING AND ANALYZING THE ASSESSMENT DATA, ANSWER THE FOLLOWING:

1. DESCRIBE WHAT ASSESSMENT TOOL YOUR SCHOOL USES TO ASSESS THE EARLY LITERACY SKILLS OF YOUR ELLS (E.G. ECLAS-2, EL SOL, FOUNTAS AND PINNELL, DRA, TCRWP). WHAT INSIGHTS DO THE DATA PROVIDE ABOUT YOUR ELLS? HOW CAN THIS INFORMATION HELP INFORM YOUR SCHOOL'S INSTRUCTIONAL PLAN? PLEASE PROVIDE ANY QUANTITATIVE DATA AVAILABLE TO SUPPORT YOUR RESPONSE.

1.The assessment tools that we use at PS/MS 165 are the TCRWP / DY0 running records in English. We use teacher observations and conferring notes. We also use the DRA (Developmental Reading Assessment) in Spanish. The data that we have gathered about our ELLs' early literacy skills highlight the need for continued instruction in phonics, reading for fluency, and reading for comprehension. Our students also have a need for greater vocabulary development. This is the reason we use K-8 Wordly Wise, a research-based vocabulary development program. Gathering, reviewing, and studying our collective data allows administrators and teachers to plan instruction with horizontal and vertical alignment.

2.WHAT IS REVEALED BY THE DATA PATTERNS ACROSS PROFICIENCY LEVELS (ON THE LAB-R AND NYSESLAT) AND GRADES?

2. In our assessment analysis, we see that in kindergarten, our ELLs are divided almost equally between the Beginner/Intermediate and Advanced Levels. (In scoring the kindergarten LAB-R, there is no distinction between Beginner and Intermediate. In the chart, we have placed those kindergarteners at the Beginner Level.) There are 5 Kindergartener ELLs who are at the Beginner Level based on the LAB-R and 4 Kindergartener ELLs who are at the Advanced Level based on the LAB-R.

The NYSESLAT results for ELLs in grades 1, 2, and 3 yield varying results. Children in grade 1, who were taking the NYSESLAT for the first time as end-of-the-year kindergarteners, scored mostly at the Beginner or Intermediate Levels (8 and 7 students, respectively). Three grade 1 ELLs scored at the Advanced Level. Children in grade 2 scored mostly at the Advanced Level. In grade 3, the majority of students scored at the Intermediate Level.

As we move up the grades and see the results for grades 4-5-6-7-8, we notice that the mode of the NYSESLAT results is the Advanced Level (21, 12, 9, 8, and 6 respectively). This indicates that our ELLs are closest to passing the NYSESLAT when they are in the upper grades.

3.HOW WILL PATTERNS ACROSS NYSESLAT MODALITIES -- READING/WRITING AND LISTENING/SPEAKING -- AFFECT INSTRUCTIONAL DECISIONS?

3.The patterns across NYSESLAT modalities indicate that students perform best on the Listening/Speaking parts of the test. Many more children scored Proficient on the Listening/Speaking subtests than on the Reading/Writing subtests. More intense instruction and focus needs to be placed on reaching higher levels on the Reading/Writing subtests, in order that our ELLs pass the NYSESLAT.

An item-analysis of the NYSESLAT indicates that comprehension is an area of focus for our English Language Learners. Staff developers from Teachers College work with all classroom teachers and Related Service Providers. Together, we have realigned our work with TC. They work with us to create strategic mini-lessons to develop ways to enhance comprehension for the students.

Reading passages pose a problem for our ELLs. Teachers work with students to understand passages better by figuring out the genres of the passages; focusing on strategic vocabulary words of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changes; and making inferences.

The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

4.FOR EACH PROGRAM, ANSWER THE FOLLOWING:

a. EXAMINE STUDENT RESULTS. WHAT ARE THE PATTERNS ACROSS PROFICIENCIES AND GRADES? HOW ARE ELLS FARING IN TESTS TAKEN IN ENGLISH AS COMPARED TO THE NATIVE LANGUAGE?

4.a. ELLS at PS 165 score better on tests taken in the native language compared to tests taken in English. Among the ELLs who took the ELA, 25% scored at Level 1, 44% scored at Level 2, 26% scored at Level 3, and 5% scored at Level 4. On the ELE Spanish Reading Test, 6% scored at Q1, 27% scored at Q2, 50% scored at Q3, and 17% scored at Q4.

4b.DESCRIBE HOW THE SCHOOL LEADERSHIP AND TEACHERS ARE USING THE RESULTS OF THE ELL PERIODIC

## ASSESSMENTS.

4b. Item-analyses of the ELL Periodic Assessment indicate that the two biggest challenges are Reading and Writing. Reading passages pose a challenge for our ELLs. Teachers work with students to understand passages better by figuring out the genres of the passages; focusing on strategic vocabulary words of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changed; and making inferences. The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

### 4c. WHAT IS THE SCHOOL LEARNING ABOUT ELLS FROM THE PERIODIC ASSESSMENTS? HOW IS NATIVE LANGUAGE USED?

4c. Item-analyses of the ELL Periodic Assessment indicate that the two biggest challenges are Reading and Writing. Reading passages pose a challenge for our ELLs. Teachers work with students to comprehend passages better by figuring out the genres of the passages; focusing on strategic vocabulary words of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changed; and making inferences. The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

Native language is used on days when it is a Spanish day for the Dual Language classes. In monolingual classes, we are able to ascertain what components of the native language are necessary. The ELLs have Bilingual Glossaries for Math, Science, and Social Studies. The ELLs also have bilingual dictionaries in Chinese and Korean. Apps on iPads provide grammar and phonics help for our Newcomers.

## 5. FOR DUAL LANGUAGE PROGRAMS, ANSWER THE FOLLOWING:

### a. HOW ARE THE ENGLISH PROFICIENT STUDENTS (EPS) ASSESSED IN THE SECOND (TARGET) LANGUAGE?

a. The English Proficient students (EPs) are assessed in the second (target) language with El Examen de Lectura en Español (ELE), a Spanish Reading Test.

### b. WHAT IS THE LEVEL OF LANGUAGE PROFICIENCY IN THE SECOND (TARGET) LANGUAGE FOR EPS?

b. The level of language proficiency in the second (target) language for EPs is as follows:

- 2 students scored at Q1 (1st-25th percentile)
- 12 students scored at Q2 (26th-50th percentile)
- 31 students scored at Q3 (51st-75th percentile)
- 10 students scored at Q4 (76th-99th percentile)

### c. HOW ARE EPS PERFORMING ON STATE AND CITY ASSESSMENTS?

c. The majority of EP students performed on levels 2 and 3 in the ELA, Math, Acuity ELA, and Acuity Math exams.

## 6. DESCRIBE HOW YOU EVALUATE THE SUCCESS OF YOUR PROGRAMS FOR ELLS.

6. The success of our programs for ELLs is determined by numerous factors. We look at how much our Dual Language and self-contained bilingual special education students increase in performance in English (ELA, DY0, NYSESLAT), in Spanish (DRA, ELE), and in the other content-area exams (Math and Science). For our ELLs in the monolingual program, we evaluate success by looking at our students' performance on the ELA, NYSESLAT, and the other content-area exams (Math and Science). We also evaluate the annual NYCDOE Progress Report.

For our Progress Report 2010-2011, we received an A! Our overall score ranks us in the 93rd percentile of K-8 schools!

The Progress Report gives additional credit for "Closing the Achievement Gap." According to the Progress Report, "schools earn full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional credit can only improve a school's Progress Report. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point." For our school, our English Language Learners made exceptional gains, as we earned the maximum 1.0 point under the category of "English Language Learners." This is proof that the programming for our ELLs has enabled our ELLs to make gains toward English proficiency.

Our English Language Learners, however, are not represented only by data. The children acquire BICS (basic interpersonal communication skills) and must reach CALP (cognitive academic language proficiency), which is academic or school language. ELLs

need to learn how to recall and summarize information and then advance to analyzing, synthesizing, and evaluating information. We want students to become independent thinkers as they move forward up the grades and prepared for college. ELLs learning in a new language are expected to comprehend complex content knowledge and vocabulary. This requires skill in a variety of cognitive, metacognitive, and social/affective strategies in order to be successful learners. Our vision for our students is that they become intelligent, hard-working, proud, kind, and caring members of society.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The template's self-calculation is wrong in the "ELLs by Subgroup" section. The template calculated 120 but my numbers add up to 128. The template calculated 38 but my numbers add up to 43. The templates's total of 158 is wrong and my subtotals add up to 171.

## Part VI: LAP Assurances

**School Name:** Robert E. Simon

**School DBN:** 03M165

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Brett Gallini	Principal		11/3/11
Mr. Victor Villegas	Assistant Principal		11/3/11
Mr. Jose Duran	Parent Coordinator		11/3/11
Ms. Sandra Chan	ESL Teacher		11/3/11
Ms. Alicia Simpson	Parent		11/3/11
Ms. Menendez/K	Teacher/Subject Area		11/3/11
Ms. Flores/K	Teacher/Subject Area		11/3/11
	Coach		11/3/11
	Coach		11/3/11
Mr. Calder	Guidance Counselor		11/3/11
Mr. Lucius Young	Network Leader		11/3/11
Ms. Machado/IEP	Other <u>IEP</u>		11/3/11

**School Name: Robert E. Simon**

**School DBN: 03M165**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 03M165

**School Name:** PS 165

**Cluster:** \_\_\_\_\_

**Network:** CFN 408

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

. According to 2010 English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.

Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

NYSESLAT data reveals that our ELLs across all the grades are more proficient in listening and speaking.

After analyzing the trends across the four modalities, the school has decided to use the following programs for instruction: The balanced literacy program implemented by Teachers College Reading and Writing Project. Classrooms are provided with libraries that include a variety of authentic textual materials in English and Spanish. Our students are also receiving word study instruction using the "Words Their Way"

Program. Everyday Mathematics is taught to all students and the student materials are available in English as well as Spanish. Also, this year grades 2-4 are using the FOSS Science Modules inquiry based Science instruction. English language learners also participated in extended day school programs to support them in preparing them for the ELA and Mathematics state exams. They are grouped according to their instructional levels and use materials that address their specific needs. Each spring, our English language learners attend an after school program that focuses on language and vocabulary development and NYSESLAT preparation.

1. According to 2010 English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.
2. The school leadership team and teachers will use the periodic assessment results to identify areas of specific needs in addition to monitoring student progress
  - a) English proficient students are assessed with literacy assessments such as Teachers College Reading and Writing Project's reading levels.
  - b) English proficient students that begin the dual language program in the early primary grades and remain in the program are able to achieve proficient levels in the second (Spanish) language.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

The majority of the parents from Spanish-speaking homes select the Dual Language Program. There are a few Spanish-dominant parents that feel strongly about having their children in an English-only program with ESL services. The bilingual parents of children who speak languages other than Spanish are interested in English only classrooms with ESL pull-out/push-in services. Yes, the programs offered at PS 165 are aligned with parent requests.

We will continue to build alignment between parent choice and program offerings by conducting parent orientations at the end of the year to our Pre-K parents as well as inviting parents from Pre-K community-based organizations. We also provide tours so that prospective parents can see the programs in action. At the beginning of the year we will offer parent orientations to new parents to orient them to our program offerings.

Programs offered at PS 165 are aligned with parent requests. We assess the school's translation and interpretation needs based on intake during initial registration. Families are asked to identify whether a language(s) other than English are spoken at home. ESL teacher continues intake process and documents the languages that families identify. Parent Coordinator coordinates and schedules timely translation and interpretation services for parent workshops and school meetings and events.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Ongoing assessments assist teachers in identifying students' needs. Interventions and support services are planned accordingly. Articulation between classroom teachers and service providers ensures that students' needs are being addressed. Push-in and pull-out instruction at PS 165 are planned to ensure that ELL students are provided with mandated services in mono-lingual classes. The dual language classes are taught by teachers proficient in both languages, Spanish and English. All subjects are taught in both languages in a 50:50 model. Materials and classrooms are color-coded (red: Spanish and blue: English) to support teachers in separating the languages to ensure that students leave the program bilingual and biliterate.

Students that scored at the Beginning level will require additional support and intervention in Reading. English language learners will be supported through small group instruction where they will receive targeted instruction in listening and reading skills. At the Intermediate level we have students that will require additional support in Writing. These students, along with most of the ELLs at PS 165, are included in our extended time program when ELLs are instructed in small groups to support them in making gains towards meeting the standards. During this time teachers will instruct these ELLs through guided writing lessons and activities. Most of the students that scored at the Advanced level require additional interventions in Writing. These ELLs are being provided additional supports including targeted instruction during the extended time program four times a week, in addition to small group instruction during our AIS (Academic Intervention Services) period. The AIS period at PS 165 is scheduled for 25 minutes, Monday through Friday. ELLs receive differentiated instruction in Reading and Writing during this time as an additional teacher pushes into classrooms. ELLs with special needs receive targeted instruction and related services throughout the instructional day.

ELLs in grades 3-8 benefit from our Extended Day Program three times a week for an hour each day. The extended day program is designed to improve performance levels of students in English Language Arts, Math and English as a Second Language. The Extended Day Program begins in late September through May of the school year.

ELLs will be targeted in small groups during our extended time program. There will be an extended day program for all English language learners. Title III funds will be used to train the teachers and also to pay the teachers per-session. Any consultants that are hired to provide our staff with professional development for the ELL extended day program will also be paid from these funds. Also, classroom libraries and other materials for the after school program will be bought with these funds. The program will aim to include at least 75% of students performing at the Intermediate and Advanced levels on the NYSESLAT. The focus will be on language development and high academic achievement in areas based on student need.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

The majority of the parents from Spanish-speaking homes select the Dual Language Program. There are a few Spanish-dominant parents that feel strongly about having their children in an English-only program with ESL services. The bilingual parents of children who speak languages other than Spanish are interested in English only classrooms with ESL pull-out/push-in services. Yes, the programs offered at PS 165 are aligned with parent requests.

We will continue to build alignment between parent choice and program offerings by conducting parent orientations at the end of the year to our Pre-K parents as well as inviting parents from Pre-K community-based organizations. We also provide tours so that prospective parents can see the programs in action. At the beginning of the year we will offer parent orientations to new parents to orient them to our program offerings.

Programs offered at PS 165 are aligned with parent requests. We assess the school's translation and interpretation needs based on intake during initial registration. Families are asked to identify whether a language(s) other than English are spoken at home. ESL teacher continues intake process and documents the languages that families identify. Parent Coordinator coordinates and schedules timely translation and interpretation services for parent workshops and school meetings and events.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Charles a Dorsey	DBN: 13K067
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 14

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: All ELLs and former ELLs in grades 3-5 will participate in the Saturday academy as a means to prepare for the ELA and Math tests. Sessions will begin December 1, 2012 and end April 13, 2013. Six teachers and one educational assistant will provide instruction in English. Teachers providing instruction have a bilingual and or common branch license. Materials used for instruction include Bridging the Gap in Mathematics, Coach, Reading Extensions, computer Imagine Learning English, and Study Island.

All ELLs will be provided with a license from the Imagine Learning English technology program. Students will use the program 3-4 times a week. Students from kindergarten to grade 2 will use the program for 15-20 minutes per session and grades 3-5 for 30 minutes per session. The program provides instruction for new-comers in their native language eventually transferring instruction to English only.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order for our ELLs to receive rigorous instruction and appropriate instructional support, the Title III ELL teacher and all teachers servicing ELLs will attend workshops and study groups being offered by the UFT, Teachers' College, and the Office of English Language Learners. All teachers will participate in monthly professional development sessions provided by Ms. Adkins, the ELL teacher who is also the Title III teacher. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of our ELLs and former ELLs participating in the Saturday Academy and SETSS programs. Training will be made available to all staff who provide services to our ELL population. This training will be a per-session activity held at the school once a month. Teachers will have opportunities to read and discuss current research, share best practices and materials, review NYS-ESL and Common Core standards, and instructional strategies. Topics to be covered include, but are not limited to, ELL and Special Education testing modifications, ELL identification process, LAB-R eligibility, the NYSESLAT, best practices for ELLs to meet or exceed grade level standards, curriculum mapping, using data to drive and differentiate instruction, language acquisition stages,

**Part C: Professional Development**

instructional strategies for newcomers, long-term and former ELLs, and using data to prepare for the 2013-2014 school year.

The ESL and all classroom teacher will participate in training sessions provided by the Imagine Learning Support and Training Specialist. Topics to be covered are technology in the classroom, literacy, and second language acquisition.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In addition to mandated activities, such as parent orientations, parents are also invited to participate in the Native Language reading activities, such as story telling, in order to maximize support in language, literacy, and culture for our Ell population. All parents of Ells are invited to workshops facilitated by the Parent Coordinator, Ms. Lloyd. Such workshops include, but are not limited to, ARIS training, Common Core Learning Standards, classroom and State Assessments including the NYSESLAT, and the Teachers' College curriculum. Interpreters will be provided for all parents. Parents will be notified by letters in their native language, phone calls, and/or in person.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		